

**COMMUNITY HIGH SCHOOL OF VERMONT
FACULTY MEETING MINUTES
Waterbury State Office Complex (WSOC)
280 State Drive, Waterbury VT
Cherry Conference Room
March 4, 2016**

Approved

CHSVT Present: Charity Baker, Jack Carson, Jeff Cassarino, John Cross, Sean Dobbin, Pauline Dwyer, Jerry Fortin, Laurette Garrand, Angie Haggett, Harmony Harriman, Lisa Harrington, John Howe, Marlena Hughes, Molly Humphrey, Ben Irish, Mike Lacoss, Dana Lesperance, Tod Lessard, John Long, Troy McAllister, Jan Noskey, Jake Petrasch, Ashley Pulaski, Mary Poulos, Nick Rulon, Bob Salzman, Sheila Sayah, Jeanne Smith, Bill Storz, Claire Swaha, John Vorder Bruegge, Matt Ware

CHSVT Absent: Chris Cosgrove, Dan Hescocock, Paul Major, Broni Plucas, Bobbi Shutts, Sharon Strange, Chad Thompson

Special Guests: Kim Bushey, Lisa Menard

Announcements – Troy McAllister

Ashley Pulaski was introduced as the newest Correctional Educator. She is working with Lisa at Southeast Work Camp. Everyone around the table introduced themselves.

DOC Program Services Director, Kim Bushey, introduced herself. Kim oversees all program services and joined the meeting today to discuss the new proposal for CHSVT as well as for support and to answer questions.

Scott Tomlinson has taken a position at DOL as a Job Counselor.

Wilhelmina took an Assistant Principal position at Camel's Hump Middle School in Richmond. Her last day was February 29th. Wilhelmina had wanted to come to today's meeting to say goodbye but could not fit it into her new schedule. I know that we will all miss her very much!

Broni had shoulder surgery and will be out for the next four to six weeks.

Chad's barn burnt last night, Harmony is taking up a collection to assist Chad and his family with this tragic event.

Southern State had a very successful poetry reading to honor Black History Month.

Vacancies at Northern and Northwest are now off the job board. There are not a lot of applicants but a few of them are strong candidates. Interviews will take place in the next few weeks.

Approval of Meeting Minutes:

John Vorder Bruegge made a motion to approve the February faculty meeting minutes. Claire Swaha seconded the motion. The meeting minutes were approved.

Review Proposal – Lisa Menard, Kim Bushey, Troy McAllister

Lisa presented her proposal to the governor when asked for cost savings for DOC. That proposal called for closing the Caledonia Work Camp and all CHSVT community campuses. These cuts did not undermine safety and security which is the department's number one priority.

The rationale for offering to close the community campuses came down to the decrease in the number of students being served. The current law requires youth under 23 years of age without a HSD to attend school. We know that there are many who have an education risk/need who are not being served beyond the under 23s.

There have been extensive discussions with legislative committees about savings and utilizing educators beyond teaching for a high school diploma. Therefore, a second proposal was created in hopes of alleviating the budget problems, meeting the needs of clients, and utilizing the skills of educators, while addressing the needs of individuals in a holistic approach. By integrating corrections education with program services, funding could be integrated and there could be an increased focus on moderate to high risk offenders which would create a larger pool of offenders needing services.

Questions/Concerns:

Concerns about loss of jobs and RIF rights – Lisa will have a RIF conversation down the road if needed. By integrating education with program services and having several vacant positions from Title I limited services, and vacancy savings from other currently open positions, it is the hope that currently filled positions will not need to be cut.

There is guarded excitement from the faculty about the prospect of integrating services with Program Services and having the ability to serve more clients' needs.

Kim added that there is lots of work and effort in progress in regards to training, quality assurance, rewriting policies, redefining casework and referrals, and reexamining the reintegration process. Five years ago there began discussions about risks and needs. The group worked hard to understand the needs and create an infrastructure. There is now enough of a baseline/foundation to build the next tier. The proposal allows for the flexibility to expand and capture individuals with needs through one referral from case workers and probation officers to education.

How will high risk detainees be assessed and their needs met? Work is being done to define the 400+ detainees and how to assess and meet their needs. Lisa would like to see offenders moved back to a regional in the community that they will be released to as their sentence ends to be in

transition programs to reintegrate into their community, and being involved with treatment and reentry teams.

Challenge from Lisa: Need to come up with concrete measures of education that can be tracked. How many start and finish a course? What is the story of Corrections Education beyond the high school diploma? Needs to be measurable!

Kim referenced the Second Chance Act grant that will help identify indicators for the integrated model. Evaluators are meeting with the department to help identify and articulate measures and indicators.

Laurette proposed a study for Kim and Lisa to consider.

John C. feels that the department is a bit nearsighted on how we work together and have the same goals.

Is there something in place to show how the whole integration model works? The evaluators will be researching corrections education and program services and articulating the integration model. The evaluators are excited about capturing indicators for the model and having some baseline data. Troy shared that he has some preliminary data on CASAS, math and reading strategies showing that reading and math scores have increased over the past few years.

There is concern that there is not a consistent process to keep students engaged once they find out that they don't really need to be in education. Lisa suggested that superintendents and case managers could be invited to some faculty meetings to discuss needs and referrals and help clarify needs. The plan to have a single referral system will hopefully resolve some of these issues.

There is concern that some staff do not value education and therefore, are not supportive. Lisa agrees that there needs to be a cultural shift and agrees that conversations with supervisors need to occur so that everyone is on the same page. She encouraged faculty to talk with Troy about getting Kim involved in specific situations. Troy added that discussions are ongoing with Kim to help increase awareness where needed.

How will offenders with disabilities be handled? Kim is working with Health Services to begin conversations about ADA and how to improve, collaborate and assist offenders with disabilities. Heidi and Jaci in Health Services have already reached out to education.

After this discussion with Kim and Lisa, there is a general feeling, from faculty, of appreciation and lowered levels of anxiety in anticipation of this proposed integration between corrections education and program services. There is an appreciation of the new level of communication between education, program services and the Commissioner's office.

Why two proposals? The purpose of two proposals was to give the committees and legislature an imperative conjuncture and it was time for full support or to cut the education program out entirely. Thankfully, the committees and legislature supports education and is interested in

moving forward with education in corrections. We cannot take any more cuts and still run the school. The proposal to cut the street sites to save money will hopefully be saved by vacancy savings from the vacant Title 1 limited service positions, the currently vacant position at SSCF, as well as holding Wilhelmina's position for vacancy savings.

Proposal 1 offers to change the conversation and produces a much clearer picture of a blended, multidisciplinary model that integrates and meets the risks and criminogenic needs of statutory offenders.

There are concerns about mutating into some contractual/classified plan – changing contractual employees into classified employees. How does this become an integrated model with both types of employees? Kim explained that the vision includes changing Risk Reduction Coordinators to classified state employees but in reality, there are not enough funds to make that happen for every contractual employee so this will be a blended model. Vermont DOC is currently the only department looking at this kind of blended model.

Based on the above discussion about the current proposal:

Can you support this model? 26

Can you NOT support this model? 1

Can you go along with this model? 5

Continued discussion: How are we counting services? Still concerned that cannot see the details about integrating system. What will it all look like?

Based on continued discussion, second vote:

Can you support this model? 24

Can you NOT support this model? 0

Can you go along with this model? 8

The consensus is that we publically agree to proposal #1.

Review Interim Plan – Troy McAllister, Dana Lesperance, Kim Bushey

Troy introduced the Corrections Education and Workforce Development Interim Structure. This plan will most likely be in place for about a year.

Troy – Superintendent Supervisor: Kim

- Supervise Central Office staff and assistant work with Program Services Liaison
- Title 1
- Invoice approval and budget
- Staffing
- Special Education
- Data: Focus
- Communication with external staff
- Policy, Legal and AOE
- Program overview

- Professional Development

Dana – Assistant Corrections Education Director Supervisor: Troy

- Timesheets for education staff
- State evaluations
- General day to day supervision and operations
- Assist Program Services Group
- Portfolios for CHSVT/VCI
- Student Presentations
- EST
- Industry Recognized Credentials

Jerry Schartner – VCI Director Supervisor: Kim

- Program and Industry
- Direct central office supervision of business functions
- BGS and contracts
- Communication with Executive level
- Supervise Assistant VCI Director and staff
- NCIA
- Audits

Greg Young – Assistant VCI Work Director Supervisor: Jerry

- Work Camps
- Community Work Crews
- NCIA (possibly)
- Professional Development

CHSVT Coordinated Committee Structure – Troy and Dana

The CHSVT Coordinating Committee (C3) is a collection of individuals who bring unique knowledge and skills which complement the knowledge and skills of the formal leaders in order to more effectively govern the organization.

There was discussion and concern about past faculty governance models, including by-laws and specific structure. Why recreate what we already have? What didn't work with the previous model? What did work? Why did the previous governance dissolve?

It was suggested that there needs to be discussion and closure of past practices before a new model can be created. One suggestion was to have an agenda item for the first C3 meeting to review past practices before moving forward.

Based on the above discussion:

Support proposal? 23

Can't support proposal? 3

Don't like proposal? 4

Continued discussion about C3:

Feel that other Program Services members should attend meetings: There will be many integrated teams that will be involved in various parts of the proposal. Could bring in others as needed but not necessarily needed at every meeting.

Concerns about additional meeting time away from classroom. Could we exchange a committee meeting for a faculty meeting? Take place during planning weeks?

Feel like voting for specific governance model – would like more information.

Should past by-laws be used as a starting point?

Need to see action, good start.

Put on hold until next faculty meeting and review past practices as a whole faculty.

Doesn't supersede past practices, model needs more street representation: The majority of staff and students are in the facilities is reason for more committee representation. However, open for discussion.

Need structure to better communicate.

Whole faculty sometimes draws out discussions, unnecessarily.

Has representation from across the state.

“Lot of invested time in past governance model. Would like to look at process of past governance and allow for all faculty to be knowledgeable of past governance.” “Does anyone care to receive that info?” “Would love to know more.” “Faculty Governance – consisted of committee chairs, evolved into faculty council.” “Move forward with C3, put past governance information on agenda, formally address and discuss.” “Why set new committee before addressing former?” “Reset – need mechanism for faculty voice. Good start.” “Working together – have not been working together. Way to begin to have some voice.” “NEASC – gap.” “How can faculty be heard if we don't move forward?”

Move forward and put historical governance on agenda for next faculty meeting.

Support: 30

Don't support: 0

Unsure: 0

Vote by ballot for C3 Committee:

Chittenden: John L.

Marble Valley: Jeff

Northeast: Pauline

Northern: Bill
Northwest: John C.
Southeast: Lisa
Southern: John VB
Special Education: Mary
Field Campuses: Sean
Central Office: Sheila

Focus Updates/Information – Angie

Please send me any leftover transcripts that you may find at your campuses so that we can make sure they have been entered into Focus.

Please continue to forward IRC information.

NEASC Self-Study Update

Thank you to the “February Editors” of Part I Standards Review. Charity will follow up via email with editors on a few items to complete Part I Study Standards Review. Dana will offer support during visits to editor campuses, if needed.

April 4th will be NEASC Part II Day. It is planning week. Each group of ESTs should review the Part I Study together and collaboratively draft a narrative +/- one page report, as described in detail on the Reflection, Recommendations and Issues NEASC Self-Study Part II FAQ sheet. Here is a link to the FAQ sheet.

https://inside.vermont.gov/agency/ahsdept/DOC/CHSVT/NEASC/Reflections%20%20Recommendations/CHSVT_NEASC_Self-Reflection_for_Self-Study_FAQS.pdf

Respectfully Submitted,

Sheila Sayah